

Extended School Year (ESY) Services

ESY SERVICES CONSIDERATION AND DECISION MAKING GUIDE

The *Extended School Year (ESY) Services Consideration and Decision Making Guide* is designed to assist the ARD/IEP committee in documenting the student's need for ESY Services in the IEP based on one or more of the following criteria:

- Regression/Recoupment
- Degree of progress (Independence/Self-help Skills)
- Emerging Skills
- Interfering Behaviors
- Nature and Severity of the Disability
- Special Circumstances

Considerations and Decision Making Guide

Criterion: Regression/recoupment:		
<p><u>Regression/recoupment:</u></p> <p><i>The ARD/IEP committee determines whether, without ESY services, there is a likelihood that the student will suffer substantial regression of critical life skills caused by the school break and failure to recover those lost skills in a reasonable time following the school break.</i></p> <p>NOTE: The recoupment period should not exceed 8 weeks.</p>	<p>Question(s) and Rationale</p>	<p>Question 1. Did the student's skills regress during an extended break in instruction (i.e., winter, spring, summer, and holiday)? <input type="checkbox"/> Yes. <input type="checkbox"/> No.</p> <p>Rationale: If no, STOP! Do not consider ESY services for this criterion. If yes, then move to the second question.</p> <p>Question 2. Did the student recoup the skills within 8 weeks of the remediation? <input type="checkbox"/> Yes. <input type="checkbox"/> No. It took _____ weeks to recoup the skills as evidenced by: _____.</p> <p>Rationale: If yes, STOP! Do not consider ESY services for this criterion. If no, and the student's skills were not recouped within 8 weeks of remediation, then consider ESY services. Review current IEP Goals and Objectives progress.</p>
	<p>Supporting Documentation based on current IEP Goals</p>	<p>Documentation:</p>

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Criterion: Degree of progress:		
<p><u>Degree of progress:</u></p> <p><i>The ARD/IEP committee considers the student's individual rate of learning specific skills, critical life skills, or behaviors to meet independence and self-help skills (i.e., toileting, dressing, eating, impulse control, and social interaction) then reviews the student's progress toward IEP goals on these skills and determines whether, without ESY services, the student's degree of progress will prevent the student from receiving some benefit from his or her educational program during the regular school year.</i></p> <p>NOTE: The lack of progress on independence and self-help IEP goals is neither a predictor nor prerequisite to ESY services.</p>	<p>Question(s) and Rationale</p>	<p>Question. Is the student at a critical point of meeting IEP goals and objectives (especially social, emotional, independence, or self-help)?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p> <p>Rationale: If no, STOP! Do not consider ESY services for this criterion. If yes, and the student is at a critical point of meeting an IEP goal (especially social, emotional, independence, or self-help) and there is documented evidence that the interruption of services will cause the student to lose acquired or the ability to acquire these skills, then consider the student for ESY services.</p> <p>Example: A student with:</p> <ul style="list-style-type: none"> an emotional and/or behavioral disability begins the school year with many office referrals. During the school year, the number of office referrals decrease (mid-September through November). However, before and after each long break (winter, spring, and summer) from school, documentation shows a small, but immediate increase in office referrals that are slow to decrease even with intense intervention. a perceptual communicative disability demonstrates variability in the time it takes to become proficient in a skill. Data collection in this case is necessary, but may not consistently indicate why and when the student has difficulty.
	<p>Supporting Documentation based on current IEP Goals</p>	<p>Documentation:</p>

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Criterion: Emerging skills/breakthrough opportunities:		
<p><u>Emerging skills:</u></p> <p><i>The ARD/IEP committee reviews all IEP goals targeting critical life skills to determine whether any of these skills are at a breakthrough point. When critical life skills, such as speaking, or toileting are at a breakthrough point, the ARD/IEP committee determines whether the interruption of instruction on those objectives caused by the school break – summer, winter or spring – is likely to prevent the student from receiving some benefit from his or her educational program during the regular school year without ESY services.</i></p>	<p>Question(s) and Rationale</p>	<p>Question. Is the student at a critical point of skill acquisition or readiness, and is the student's acquisition of the skill greatly reduced or in jeopardy of being lost if there is an interruption of services?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p> <p>Rationale:</p> <p>If no, STOP! Do not consider ESY services for this criterion. If yes, and there is documentation that the student is at a critical point of skill acquisition or readiness and an interruption of services will greatly reduce or cause the student to lose the ability to acquire the skill, then consider the student for ESY services.</p> <p>Example:</p> <p>A student has just begun to:</p> <ul style="list-style-type: none"> • learn to read, and therefore, may not display this skill consistently. • self-feed, using eating utensils, but needs monitoring and supervision to retain the skill.
	<p>Supporting Documentation based on current IEP Goals</p>	<p>Documentation:</p>

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Criterion: Interfering Behaviors:		
<p><u>Interfering behavior:</u></p> <p><i>The ARD/IEP committee determines whether any interfering behavior(s) (i.e., stereotypic, ritualistic, aggressive or self-injurious) targeted by IEP goals have prevented the student from receiving some benefit from his or her educational program during the school year without ESY services.</i></p> <p><i>Additionally, the ARD/IEP committee determines whether the interruption of the program which addresses the interfering behavior(s) is likely to prevent the student from receiving some benefit from his or her educational/behavior support program during the next school year without ESY services.</i></p>	<p>Question(s) and Rationale</p>	<p>Question 1. Is the student working on decreasing behaviors that interfere with the student's functioning at school?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p> <p>Rationale: If no, STOP! Do not consider ESY services for this criterion. Complete BSIP. If yes, and there is a BSIP and/or FBA documentation that the student is at a critical point of positive behavior skill acquisition or reducing negative behaviors and an interruption of services will cause the student to lose the ability to acquire the skill, then consider the student for ESY services. Include the BSIP document.</p> <p>Question 2. Has a new Behavior Support and Intervention Plan (BSIP) and when necessary, a Functional Behavior Assessment (FBA) been completed?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p> <p>Rationale: If no, STOP! Do not consider ESY services for this criterion. Complete BSIP and/or FBA. If yes, and there is documentation that the student is at a critical point of positive behavior skill acquisition or reducing negative behaviors and an interruption of services will cause the student to lose the ability to acquire the skill, then consider the student for ESY services. Include the BSIP document.</p> <p>Example:</p> <p>The student:</p> <ul style="list-style-type: none"> exhibited self-injurious behaviors (i.e., head banging, skin piercing with sharp objects in reach) before bi-weekly group and individual counseling, and the teachers document that after long breaks from counseling, the self-injurious behaviors return. These behaviors prevent the student from receiving some benefit from his/her educational program.
	<p>Supporting Documentation based on current IEP Goals</p>	<p>Documentation:</p>

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Criterion: Nature and/or Severity of Disability:		
<u>Nature and/or Severity of Disability:</u>	Question(s) and Rationale	<p>Question. Does the student have a severe disability that requires intense instructional supports and services?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p> <p>Rationale: If no, STOP! Do not consider ESY services for this criterion. If yes, and the student has received intensive and targeted supports and services, regardless to the program or instructional setting, review the regression of skills documentation on the IEP.</p> <p>Example: A student with:</p> <ul style="list-style-type: none"> • autism who has a documented history of losing skills in the area of communication when structured activities are not provided over an extended school break, or • a traumatic brain injury (TBI) has documented continuous problems retaining learned skills and needs ongoing practice of these skills to prevent serious regression, • the degenerative disease, spinal muscular atrophy (SMA), requires very intensive services (i.e., PT, OT, speech, nurse) over the school year to help with symptoms, prevent complications, and maintenance of skills. • an auditory impairment and whose primary mode of communication is sign language has limited opportunities to communicate with others using sign language in the community. <p>Note: If the student's disability is degenerative, there may be limited evidence of regression and recoupment noted by school records. Therefore, medical records and/or other supporting documentation may need to be reviewed before considering the student for ESY services.</p>
<p><i>While limited recoupment may occur among students with mild to moderate disabilities, it is more likely that a longer period to recoup loss skills will be required for students with severe disabilities. Student's receiving intensive and targeted support may be predisposed to regression of skills when their services are interrupted. The ARD/IEP committee determines whether, without ESY services, the nature and or severity of the student's disability is likely to prevent the student from receiving some benefit from his or her educational program during the regular school year.</i></p> <p>Note: The determination of ESY services is based on individual needs and not the program or instructional setting where the student receives the services.</p>		Supporting Documentation based on current IEP Goals

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Criterion: Special Circumstances:		
Special Circumstances: <i>The ARD/IEP committee considers whether, without ESY services, there are any special circumstances that will prevent the student from receiving some benefit from his or her educational program during the regular school year. The ARD/IEP committee may also consider the child's home environment.</i>	Question(s) and Rationale	<p>Question 1. Has the student experienced any unusual challenges during the school year that can be considered a special circumstance?</p> <p><input type="checkbox"/> Yes. <input type="checkbox"/> No.</p> <p>Rationale: If no, STOP! Do not consider ESY services for this criterion. If yes, and there is documentation that a student experienced unusual challenges during the school year that can be considered a special circumstance, then consider the student for ESY services.</p> <p>Example: A student who:</p> <ul style="list-style-type: none"> has recently become blind and is just acquiring the skills to navigate his/her environment unsighted. has a primary caregiver that is cognitively limited and may not benefit from homebound services provided by that caregiver. experiences a traumatic event/illness/injury (such as blindness, serious illness, traumatic brain injury, family illness or death) that prevents student from benefiting from special education.
	Supporting Documentation based on current IEP Goals	Documentation:

Using the sample ESY conversion table below, frequency and duration for the goals and objectives that will be addressed during ESY Services can be calculated.

ESY Services Conversion Table

# of minutes on goal per day	X	# of days	=	# of minutes for each week
30 min	X	3 days	=	90 min/week

Note: If the student receives 30 minutes of instruction on those skills/goals in the IEP for 3 days, then the student receives a total of 90 minutes each week.